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ABSTRACT

The Urban Teacher Academy Project (UTAP) promotes the recruitment and preparation of qualified and diverse teachers for urban schools by expanding a school-to-career approach through high school teaching career academies. The UTAP has documented the best practices and developed practical information to guide the formation of career teaching academies through the study of four high school career academy programs in three urban school districts. The programs profiled in this document are: (1) Walton-Lehman Pre-Teaching Academy at Walton High School, New York, New York; (2) The Center for the Teaching Profession at Miami Senior High School, Miami, Florida; (3) Children's Advocacy, Research, Education, and Services Magnet at Miami Norland Senior High School, Miami, Florida; and (4) The Teacher Academy at Mt. Pleasant High School, Providence, Rhode Island. The work of UTAP suggests several key steps for the implementation of successful high school teaching academies. The first is to get support from important stakeholders. Establishing partnerships with institutions of higher education, developing a strong program framework, and taking time to develop a collaborative atmosphere are also essential, as is program evaluation to guide further development. (SLD)

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High School Teaching Career Academies: Profiles and Practices

Council of the Great City Schools

RNT
Recruiting New Teachers, Inc.

UD033930

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The Urban Teacher Academy Project

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The Urban Teacher Academy Project includes **Recruiting New Teachers**, the **Council of the Great City Schools**, and teachers, school principals, program directors, district administrators, and college deans from four teacher academies and college partners:

- **The Walton-Lehman Pre-Teaching Academy** (New York City, NY)
  Lehman College (New York City, NY);
- **Mount Pleasant High School Teacher Academy** (Providence, RI)
  Rhode Island College (Providence, RI);
- **The Center for the Teaching Profession** at Miami Senior High School (Miami, FL)
  Florida International University (Miami, FL).
- **Children's Advocacy, Research, Education, and Services Magnet** at
  Miami Norland Senior High School (Miami, FL)
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Case studies of the UTAP high school teacher academy sites were compiled and written by the following college faculty: Dr. Frank T. Hammons (Florida International University); Dr. Brian McCadden (Rhode Island College); and Dr. Anne Rothstein (Lehman College). The case studies are available, upon request, from RNT.

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Executive Summary

The Urban Teacher Academy Project (UTAP), a collaborative effort of Recruiting New Teachers, Inc. and the Council of the Great City Schools, promotes the recruitment and preparation of qualified and diverse teachers for urban schools by expanding a proven school-to-career approach—high school teaching career academies.

UTAP was designed to document best practices and to develop practical information and easy-to-use tools to help guide the planning, implementation, and replication of high school career academies across the country. To achieve this goal, four high school teaching career academy programs in three urban school districts participated in the project. The teaching career academies and institutions of higher education were: the Walton-Lehman Pre-Teaching Academy and Lehman College, New York City, New York; Mount Pleasant High School Teacher Academy and Rhode Island College, Providence, Rhode Island; and The Center for the Teaching Profession at Miami Senior High School and the Children's Advocacy, Research, Education, and Services Magnet at Miami Norland Senior High School and Florida International University, Miami, Florida.

The work of UTAP suggests several key steps for the implementation of successful high school teaching career academies in urban settings.

▶ Get support.

Whether the initial idea for starting a teacher academy comes from teachers, district administrators, parents, or community leaders, securing commitment and support from these important stakeholders is essential for moving forward. Recruit people who have an interest in opening up new pools of prospective teachers to participate in a teacher academy advisory board.

▶ Establish partnerships with institutions of higher education.

Strong college connections enrich the content and experience of the program and help ensure that students will qualify to enter college and teacher preparation programs.

▶ Develop a strong program framework.

The curriculum of the teacher academy needs to strike a balance between exposing students to the profession of teaching and strong academic content preparation. Exposing students to the teaching profession and the process of teaching does little if those same students do not master academic content at levels that colleges and the teaching profession demand.

▶ Take time to develop a collaborative atmosphere.

Teacher academies that have been most successful are those in which sufficient time is provided for teachers and administrators, from both the school system and the higher education partner, for program planning and implementation. Regular professional development opportunities focused on topics of critical interest to academy teachers and students strengthen the success of the program.

▶ Evaluate the program.

Outcome measures, success criteria, and goals should be established and data collected to measure them. Program evaluation helps to keep the teacher academy "on track" and focused. It also aids in making data-driven program improvements. Finally, students must be tracked over time as an aid to understanding the outcomes of the program and its long-term effects.

Our findings on high school teaching career academies are very encouraging. The programs we investigated seem to increase student attendance rates, encourage student persistence in academically challenging courses, and improve student performance. More students complete courses, get higher grades, graduate from high school, and enter college programs of teacher preparation. Further, teachers, students, parents, and community members alike seem satisfied with the programs, believe in them, and want to see them continue to grow. What follows is an analysis of effective practices, profiles of the four teacher academies, and recommendations. We hope that high school teaching career academies, given their ability to promote the recruitment and preparation of qualified and diverse teachers for urban schools, will continue to make great strides.

Introduction

If the nation is to meet the urgent challenge to build a more qualified, diverse, and culturally responsive teacher workforce, there is a critical need to expand the pool of prospective teachers and to create effective career corridors into teaching, particularly for populations underrepresented in the profession. The need is most pressing in America's largest urban school districts, which face the nation's most demanding teacher recruitment, development, and diversity challenges.

Programs that encourage high school students to consider careers in teaching, introduce them to the rewards and challenges of the profession, and support them in pursuit of postsecondary education show a great deal of promise in expanding the pool of talented, and often underrepresented, individuals entering teaching. Thoughtfully designed and implemented precollegiate teacher recruitment programs not only serve as the first step in creating improved career corridors into teaching, but they can be catalysts for higher levels of student achievement, more meaningful teacher professional development, and increased service learning opportunities. Furthermore, high school teaching career programs can be expected to have a significant impact by helping to create a more diverse pool of prospective teachers. The promise and potential of these programs is great.

The Urban Teacher Academy Project, a collaborative effort of Recruiting New Teachers, Inc. and the Council of the Great City Schools, was created to promote the recruitment and preparation of qualified and diverse teachers for urban schools by expanding a proven school-to-career approach—high school teaching career academies. The primary objective of UTAP was to document best practices and to develop practical information and easy-to-use tools to help guide the development, implementation, and replication of high school career academies across the country.

Funding for UTAP was provided under a contract from the U.S. Department of Education, Office of Vocational and Adult Education in partnership with the National School-to-Work Office. The following high school career academies and institutions of higher education participated in the project:

- **The Walton-Lehman Pre-Teaching Academy** (New York City, NY)/Lehman College (New York City, NY);
- **Mount Pleasant High School Teacher Academy** (Providence, RI)/Rhode Island College (Providence, RI);
- **The Center for the Teaching Profession** at Miami Senior High School (Miami, FL) and **Children's Advocacy, Research, Education, and Services Magnet** at Miami Norland Senior High School (Miami, FL)/Florida International University (Miami, FL).

Need for Teachers in Urban Settings

The critical need for teachers has been well documented in the past several years. Estimates suggest that by 2006 America will educate nearly three million more children than today—more than 55 million students. Although teacher shortages affect districts across the country to varying degrees, urban districts are facing unique challenges due to rapidly growing student enrollments,

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accelerating rates of teacher retirement, class-size reduction, and demanding working conditions. Urban schools nationwide educate approximately 50% of minority students, about 40% of the nation's low-income students, and some 40% of students who are not proficient in English (Council of the Great City Schools, 2000). With many of the nation's most disadvantaged children, and a majority of the nation's children of color, educated within urban school systems, it is crucial that the quality and diversity of the teacher workforce in urban schools are addressed.

Precollegiate Teacher Recruitment

Presenting teaching as a possible career opportunity for young people is one promising strategy for alleviating future teacher shortages. These "grow your own" teacher initiatives represent an important part of long-term efforts aimed at meeting America's teacher recruitment, development, and diversity challenges. Well-designed and -implemented precollegiate teacher recruitment programs can serve as the first step in creating improved corridors or pathways into teaching. By offering students in high schools the chance to tutor and practice teaching skills in real classrooms, high school teaching career academy programs help to prepare more young people to fill the expected vacancies and promote both diversity and excellence in teaching.

Studies show that teaching career choices are often made at a much younger age than previously thought and that teachers have a persuasive role in determining whether a young person enters the teaching field. Over the past decade, precollegiate teacher recruitment programs have flourished. Several very successful models have developed, ranging from extracurricular clubs to whole-school magnet programs. Previous RNT studies revealed that precollegiate teacher recruitment programs identified in its survey have collectively served over 175,000 students in 42 states.

Further, high school teaching career academy programs seem to attract a high percentage of minority students. The UTAP (1999) national survey of teacher academy/magnet programs indicated that 67% of the enrolled students were of color. Although there is limited research about the long-term effectiveness of the teacher academy model in actually producing teachers, the profiles contain very promising indicators that these programs are working.

Quality teacher academy programs not only introduce teaching as a career, but can better prepare students for postsecondary education. The link between school and careers is often abstract or largely absent for many urban high school students. Simply performing well in school does not always clearly translate into college participation or better jobs for urban minority youth. Inadequate attention to careers in high school can be especially problematic for young people whose parents and friends may be unemployed, unskilled, and undereducated. Since these students often cannot learn about and gain connections to careers through informal channels, linking a well-structured school-to-career program to urban teacher recruitment efforts promises to enhance the school success and career choices of poor and minority students. Teacher career academies, like the ones participating in UTAP, provide a wide range of learning opportunities for students to make the connection between knowledge and its applications to their lives as family members, citizens, and workers.

In well-conceptualized teaching career programs, contextual teaching and learning emphasize higher-level thinking, knowledge transfer, and collecting, analyzing and synthesizing information and data from multiple sources and viewpoints. Assessment is ongoing and blended with teaching and learning; it is reciprocal in nature with evaluation of both activities. In addition to meeting the anticipated need for qualified teachers, teaching academies increase the probability that participants will stay in school, show improved academic achievement, graduate from high school and qualify for postsecondary education, graduate from teacher preparation programs, and enter careers in teaching.

Academy Profiles

The UTAP teacher academies have proven track records of success in attracting and graduating students; building strong partnerships with institutions of higher education; attracting diverse student bodies; and maintaining learning environments connecting teaching, contextualized learning, and college preparation. The following profiles detail the characteristics and selected program accomplishments.

The Walton-Lehman Pre-Teaching Academy

New York City, New York

A Snapshot

Kara teaches math every day to a group of "at risk" students in a special center created at Walton High School for students with excessive absences from school. The 15 students in the class are the types likely to intimidate a novice teacher. Some sit withdrawn from the rest of the group in stony silence; others chat with classmates in boisterous tones more appropriate to an outdoor event. No one appears ready to work.

Unobtrusively, Kara enters the room, heading straight for the board where she silently writes algebra equations. The room suddenly becomes charged with a different energy. Students engaged in loud conversations cease talking and turn their desks to the front of the room. The quiet ones raise their heads.

Kara turns to face the class and in a calm, self-possessed voice begins to review the process for solving the problems. After assigning work to the class, she circulates throughout the room, assisting students individually. Her gentle, encouraging presence seems to melt through the tough-guy postures and the exaggeratedly bored attitudes of some of the students. As Kara works the room, she captures the attention of each student.

Unlike other student interns who think the students in the center are difficult to work with, Kara chose to work with these particular students because she likes them and knows they like her, and maybe that might help them learn math.

Kara's cooperating teacher, the "real" teacher in the room who is always present while Kara teaches, appreciates her knowledge and passion for math. In fact, Kara has even helped him outline a new math curriculum for the class.

Kara is a 17-year-old high school senior at Walton in her second year of the teaching internship. She has been accepted to the Lehman College teaching program and already has accumulated six college credits in college-level courses offered in the teacher academy program. She plans to become a high school math teacher and hopes to work in her neighborhood.

Program Overview

In its 16th year, the Walton-Lehman Pre-Teaching Academy at Walton High School is one of the longest-running high school teacher academies in the country. The Walton-Lehman model is compact and hardy. It serves between 50 and 75 students a year in the 11th and 12th grades. These students complete a two-year teaching internship at the high school and take college-level courses related to teaching (for which they receive credit) at the partner institution, Lehman College.

Program staff estimate that the academy has produced 800 graduates, 500 of whom have finished college, and 150 of whom have become teachers.

The program's success and duration is due in large part to the efforts of a highly committed program coordinator, in charge since the beginning of the program. A prolific college grantwriter has enabled the academy to financially withstand periods of administrative "benign neglect."

Learning by doing

The program philosophy is based upon a belief in immersion, or learning in context—the sooner students are immersed in the daily tasks of teaching, the sooner they understand what they need to learn about the craft of teaching. Students, entering the program as juniors, are paired with cooperating teachers at the high school who support and guide them, and, over time, allow the student interns to team teach with them.

Students observe and assist their cooperating teachers daily for up to two years, usually working with a different teacher each semester. Concurrently, students take a one-semester college-level teaching methodology course during their 11th- or 12th-grade year. This course is designed to support students as they learn and practice in the classroom.

The Setting

Walton High School serves over 2,500 students from neighborhoods in all areas of the Bronx. It is situated in a lush, green, park-like setting next to Lehman College campus in the northwest Bronx.

Many participants in the program come from families whose incomes are below the poverty level. More than 75% of Walton students qualify for free or reduced lunch. Many graduates of the Walton-Lehman Pre-Teaching Academy, who have entered teaching careers, are the first in their families to exit from the welfare system.

I have noticed numerous changes in my daughter. She has matured considerably, she is more responsible, and her attitude has improved. Her self-esteem is up, and it helps her financially to receive a stipend and learn how to manage money.

Parent of Program Student

Statistical Portrait of Walton High School (1998-99)	
Total number of students in school	2,500
Number of students in pre-teaching academy (11th and 12th grades)	75
Limited English proficient	30%
Eligible for free/reduced lunch	75%
Hispanic	65%
African-American	30%
Asian	4%
White	1%

It makes me proud to be called a pre-teacher, and it makes me feel like I have a commitment to the school. People think that since we are in the Bronx the only things we know about are drugs and violence. This program shows that we're not all about that.

Program Student

Two statistics capture a sharp contradiction that characterizes life in the Bronx: the education system is the largest employer in the borough, yet 50% of adults in the Bronx have not completed high school, and less than 12% have completed a baccalaureate degree.

At Walton High School, approximately 40% of students graduate on time in four years; 38% of students drop out of school. In an effort to make high school more personalized and relevant to students' futures, the school has developed thematic "houses" to prepare students for the real world: in addition to teaching, Walton offers specialties in business and computers, communications arts, and science and technology. The school also features an accelerated bilingual honors program.

The Pre-Teaching Academy has become a success story for the school. Program students have a 95% rate for graduating on time in four years. And there is evidence that suggests program students do better academically than their counterparts at Walton (based on a comparison of grade point averages).

Program History

The Walton-Lehman Pre-Teaching Academy has been introducing young adults to the rewards of teaching since 1984. The program began as one of the first "theme" programs in the Bronx, developed in collaboration by the Bronx High School superintendent and Lehman College.

The goal of the program was to give qualified teenagers of diverse ethnicity first-hand experience with teaching, provide them with support and training necessary for success as both students and teachers, and motivate them to enter college and the teaching profession.

Program Components

The course at Lehman made me understand how to handle and treat students fairly. I learned how to grade writing. It was very helpful to me when we looked at students' writing because, rather than criticizing students' work, I've learned to understand it.

Program Student

Electives

The Walton-Lehman program features two required courses that students are able to take for college credit: a teaching methodology course called Introduction to Secondary Education, and a communication arts course called Introduction to Speech. High school or college faculty teach these courses on the Lehman campus.

Program creators have succeeded in devising a methodology course that makes pedagogy appealing and relevant to teenagers. The materials for this course were developed by program teachers and are combined in a manual used as the course textbook. The manual offers students explicit instruction in lesson planning and delivery. Discussion and journal writing in the course help students explore teaching issues that surface in their internships.

The manual provides examples of effective lessons in all subject fields, which are useful for students as they serve as interns in classrooms. In addition, the manual contains a guide for cooperating teachers about how to interact with and supervise their interns. The 300-page manual includes sections on:

- The role of the intern
- Learning to teach
- Planning your lesson
- The art of questioning

- Classroom performance
- Problem situations
- The role of the cooperating teacher

The Internship

The central component of the Walton-Lehman program is the four-semester internship, under the supervision of cooperating Walton High School teachers. Students are encouraged to intern with four different teachers and to choose from a variety of settings: an on-site nursery school for 3- to 5-year-olds, an honors ESL program, a special education resource room, all subject areas, and other career-education programs.

Most teacher academies formally program the internship into students' class schedules. One of the unusual features of the Walton-Lehman model is the flexible internship schedule. Students are scheduled for the internship during their daily free period. Interestingly, the absence of formal program scheduling (i.e., through the school's programming office) has not affected the program's success. In fact, the ad hoc nature of the program's scheduling—the matching of program students with available cooperating teachers during students' free period—has contributed to the program's popularity among Walton teachers.

As a cooperating teacher I see enthusiasm, determination, and perseverance in my pre-teachers. They are full of the spirit, caring, and hope that make great teachers. Looking at the pre-teachers reinforces my commitment to this profession and assures me that there is nothing else I would rather do.

Program Teacher

Over time, Walton teachers have become committed to the program as a result of their experience as cooperating teachers. Some of them admit to having been "coerced" into the program by the persistence of the program coordinator, who needed a particular teacher at a particular time. Teachers are chosen to work with interns based on informal observations and their good reputation among students.

Flexible scheduling is heavily dependent on a coordinator's leadership ability and stature among teachers. It is hard to replicate this type of informal organization. Furthermore, the lack of scheduling makes promoting and maintaining program-wide connections and identity more difficult. Cooperating teachers have few opportunities to meet, discuss students' progress, and build esprit de corps. Additionally, the absence of a formal scheduling plan may become a liability for a new coordinator.

The College Partnership

The partnership between the Pre-Teaching Academy at Walton High School and Lehman College has been durable and stable. The college has been an active supporter of high school students who are exploring teaching careers. Over time, the college has provided evaluation services, technology (including hosting of the program's Web page), a site for summer programs, in-kind professional development at program workshops, and tuition waivers and college credits for program students and teachers.

Consistent funding for program components (college-credit bearing courses, curriculum development, program workshops, and summer programs), which is often difficult to sustain, can be credited to the effort of the program's college liaison, the Director of the Center for School/College Collaboratives. This liaison has worked closely with the high school program coordinator and become a true advocate for the program. In fact, she recently secured grant funds to replicate the program at another local high school and to extend pre-teaching activities to two local middle schools.

Student Participants

Local middle school students learn about the Pre-Teaching program through high school recruitment fairs and promotional materials distributed to middle schools throughout the Bronx. Students who are interested in the Pre-Teaching Academy complete an application form, write an essay, and submit recommendations from teachers and guidance counselors.

While students are officially admitted into the program in the 9th grade, they do not participate in formal program activities until the 11th grade. The program is currently planning components for the 9th and 10th grades.

Like many other teacher academies, the Walton-Lehman academy cannot establish its own program admission criteria. District high-school admissions policies require the program to accept 16% of its applicants from a pool of students who are below grade level, 68% from students who are at grade level, and 16% from students who are above grade level.

I have changed as a student in my other classes. Now I know what it feels like to be a teacher. For example, I have a class early in the morning where students hardly ever participate. I can never sit in the class and allow questions to go unanswered because I know how it feels to be asking questions and having everyone stare blankly at me. I've also developed the skills to be able to work under pressure.

Program Student

Furthermore, if any of the three academic quotas cannot be filled, the difference must be made up from students in the next lower category. Thus it is possible for the program to have a large number of students who are academically below grade level.

However, because interns need to take on a good deal of responsibility in the classroom and are expected to act as role models, the program coordinator limits participation in the 11th-grade internship to students who have a 75% grade average and have passed all subjects.

To encourage 9th and 10th graders to prepare for the internship, the program coordinator meets with and reviews these students' grades every semester. The program also offers 9th and 10th graders opportunities to tutor younger children as part of community service projects. New teacher academy electives for 9th and 10th grades are currently under development in order to broaden students' knowledge and experience and deepen their commitment to and ownership in the program.

Program Supports

Program staff believe that working closely with cooperating teachers and acting as role models for fellow students in the internship help students to excel in their studies and eventually matriculate to college. While in the program, 11th- and 12th-grade students are required to maintain at least an 80% average.

The courses offered for college credit are also an incentive for students to achieve. To help students become eligible for college-level courses the program offers test preparation workshops for students to help them pass the City University of New York placement tests.

Most students earn 6 college credits and some earn as many as 12 credits prior to entering college. The credits are transferable within the city and state university systems. Not only does earning college credits in high school save students time and money, it also lets students become familiar and more comfortable with what is expected of them in college.

Students are also able to work as paid teacher aides in summer sports and math/science camps for 4th-8th graders, so that they can gain experience working with younger children.

One distinctive form of program support offered to program students and cooperating teachers is professional development workshops held on Saturday mornings and after school. These workshops, which are voluntary, help students explore professional careers in education and allow teachers to fulfill professional development requirements. At the workshops, interns and teachers grapple with issues they share in common—motivating the students in their classes, adding variety to their lessons, and building positive relationships with students. Students and teachers who participate in the workshops receive stipends.

Program Funding

The Walton-Lehman teacher academy is fortunate to have the services of a successful college grantwriter to supplement its funding. The district and college provide the core funding for the program. The district provides the program coordinator at the high school with release time and Lehman College subsidizes the costs associated with the college courses. The district has also provided stipends for teachers and interns for after-school and Saturday workshops, and released funds for annual "celebration of teaching" days.

For the past 16 years, the college liaison has secured additional funding through grants from city, state, federal, and foundation sources. Such funds were used to: train cooperating teachers, hold professional development workshops and community-building events, develop the curriculum and course manual, and provide tuition waivers for students and teachers.

Future Developments

New funds from a U.S. Department of Education, Higher Education Act, Title II Teacher Recruitment grant will allow the Walton-Lehman program to expand preteaching activities to two local middle schools and one high school. The funds will help engage teachers and help allow them to collaboratively plan ways to align their programs so students can progress from middle school to high school to the Lehman College programs in education.

The Title II funding also will help address student retention at the college during students' first two years of course work. Students typically experience a long hiatus from working in the public school classroom during the first two years of college. The newest grant (Title VII) will enable college freshmen who are interested in teaching, particularly those from the Pre-Teaching Academy, to work in the schools while they attend college. Plans are in development to have teachers on sabbatical assigned to each of the four participating schools (two middle schools and two high schools) where they will work with these college students.

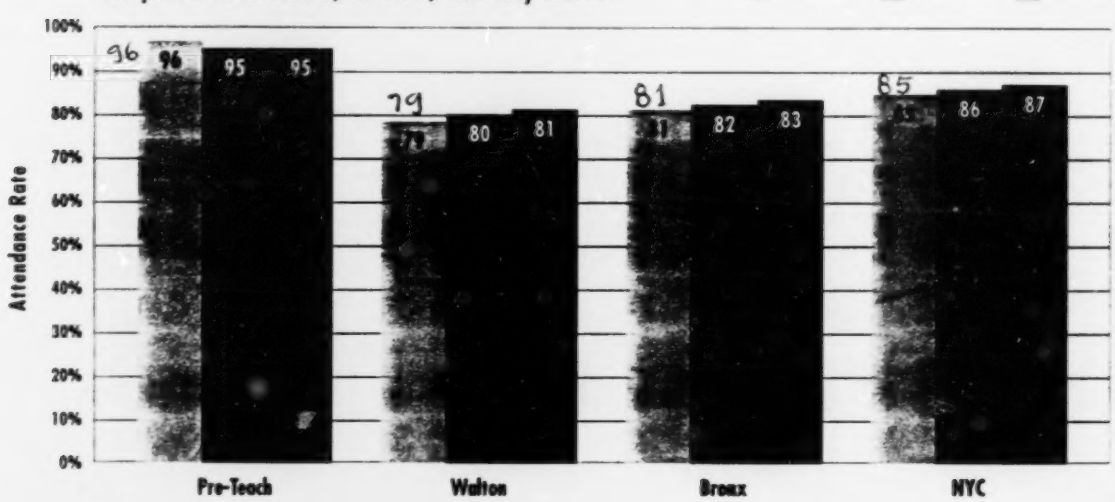
I'm amazed by the transformation of "personality" in the pre-teaching experience. In the beginning, pre-teachers may appear lacking in self-confidence, direction and understanding—then suddenly they learn to respect the difference in people; they develop the art of patience and compassion; their perspective of reality becomes more balanced; they are flexible, thoughtful. They grow as people as well as craftsmen. For many, the pre-teaching experience acts as a springboard to college, career, and personal relationships where learning can be applied and nurtured.

Program Teacher

Selected Program Accomplishments

- Total number of teacher academy graduates: 800
- Total number of program graduates who have matriculated at college: 750
- Total number of program graduates who have finished college: 500
- Total number of program graduates who have become teachers: 150
- 40%-50% of Walton High School prizes and awards given at graduation go to teacher academy students

Walton-Lehman Pre-Teaching Academy Attendance Rate Compared with School, District, and City Rates



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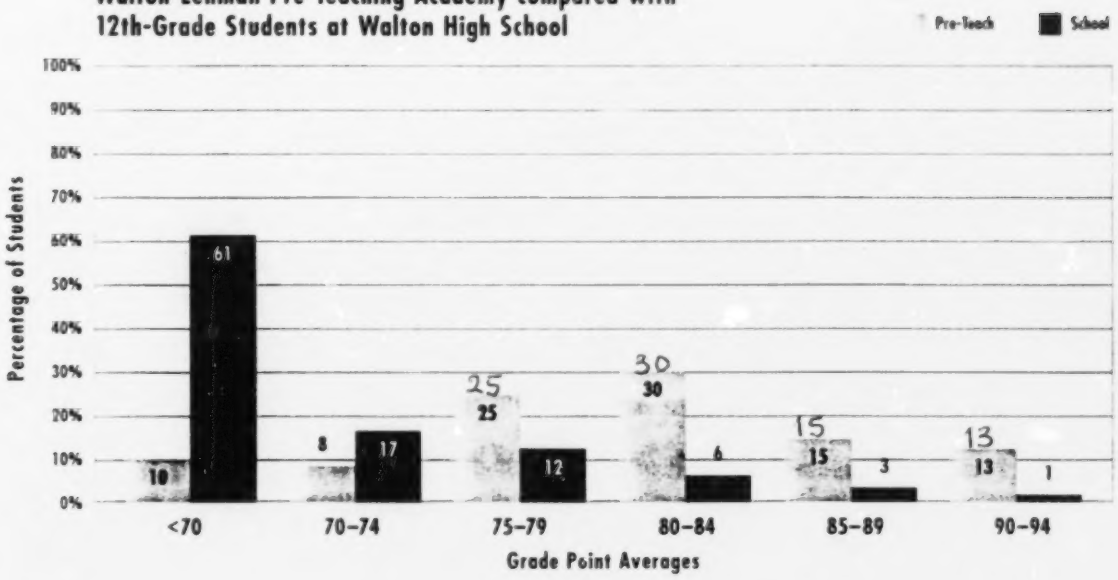
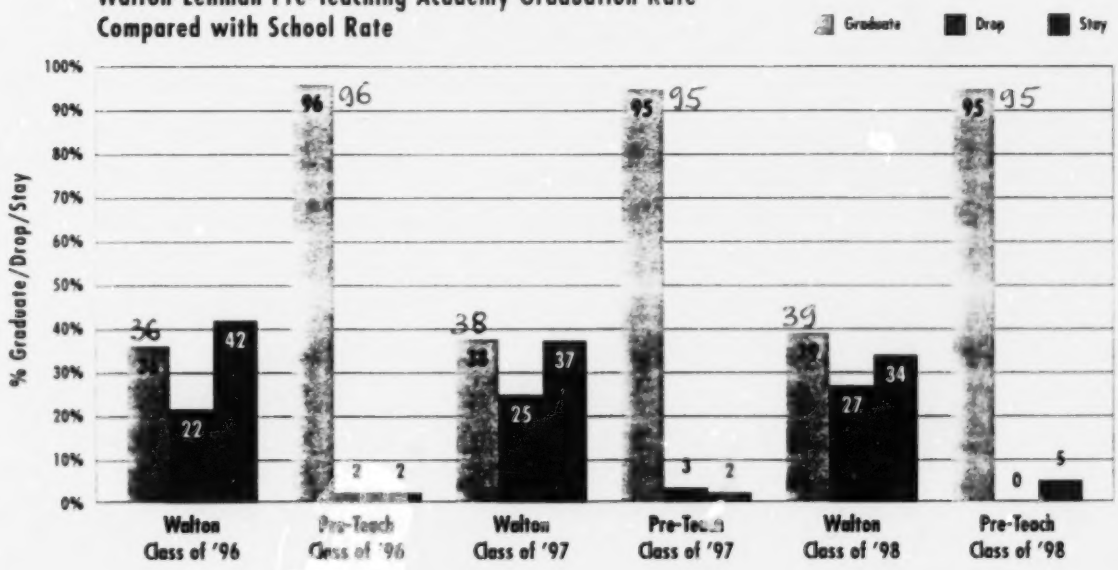
Grade Point Averages (GPAs) of 12th-Grade Students in Walton-Lehman Pre-Teaching Academy compared with 12th-Grade Students at Walton High School



Walton-Lehman Pre-Teaching Academy Graduation Rate Compared with School Rate



The Center for the Teaching Profession at Miami Senior High School
Children's Advocacy, Research, Education, and Services Magnet (C.A.R.E.S) at Miami Norland Senior High School

Miami, Florida

A Snapshot

Ninth grader Ms. Greene, as she is called by her 9th-grade peers in the Introduction to Teaching course at Miami Senior High School's teaching magnet, hands out a sheet of paper with classroom rules she has developed. When students in the class peer teach, each one devises his or her own rules and procedures. Ms. Greene's 10-item list includes the following:

There shall be no talking during any type of explanation, or demonstration given by me, the teacher, or any student.

Raise your hand. If, for some reason, I do not see you, please whisper my name.

NO FOUL LANGUAGE WILL BE ACCEPTED IN THIS CLASS.
NO IFS ANDS OR BUTS ABOUT IT.

Ms. Greene is serious. She has just finished presenting a three-day mini-unit on Ebonics and the debate over the use of Black English in school—a subject of her choice—and is in the process of eliciting feedback from her classmates. They give her candid feedback on her knowledge of the subject, classroom management, visual aids, the variety of instructional techniques, preparation, and professional appearance.

During the feedback session, Ms. Greene discreetly and matter-of-factly writes down the names of students who disobey any of her rules. The consequences for breaking the rules, also listed on her list of rules, include detention and parent contact. "Oh, Ms. Greene, not again!" one student exclaims in a resigned tone. Disregarding her rules has landed him an after-school detention.

The students in this class are putting into practice what they have been learning about the Canter "assertive discipline" system. Their teacher tells me that these 9th-grade prospective teachers understand all too well the effects of poor classroom management on student learning.

The students in this year long, hands-on Introduction to Teaching class analyze the elements that go into good teaching, and try to put the pieces together themselves as they peer teach. They devise creative lesson plans and motivating questions, they construct well-thought-through assessments, and plan consistent and fair approaches to classroom management.

The rule-enforcer today (Ms. Greene) may be the rule-breaker tomorrow. Nevertheless, these students understand the reasons for effective classroom management, and respect one another for enforcing the rules.

Even if it means a detention.

Program Overview

The Miami-Dade school system offers teaching-career magnet programs at two high schools, giving innovative, highly structured experiences to young students starting the summer before 9th grade. The Miami-Dade teaching magnets operate in collaboration with a college partner institution, Florida International University (FIU).

The teaching magnets' mission is to prepare students for success in college, in teaching careers or other careers that involve children, or in any field where teaching skills are valued. Combined, the programs serve over 400 students a year in grades 9-12.

Miami Norland Senior High School Teaching Magnet		**Miami Senior High School Teaching Magnet**	
Grade (1999)	# students	Grade (1999)	# students
9	57	9	53
10	73	10	48
11	54	11	54
12	55	12	28
Total	**239**	**Total**	**183**

Students in both programs take program electives related to teaching and learning, and children, and they participate in teaching internships at neighboring elementary and middle schools. In addition, students at both magnets may elect to take education courses for college credit at FIU during the summer. Incoming 9th graders can participate in an award-winning summer program at the FIU campus, designed and taught by FIU education students.

Guidance, stability, and determination are the virtues the magnet helped me adopt. These are also the virtues that have allowed me to be successful in college and in pursuing my dreams to become a successful and assertive teacher.

Program Graduate

Lead teachers from both programs estimate that the programs have graduated 600 students (400 from the 8-year-old Miami Norland program, and 200 from the 10-year-old Miami Senior program). The number of program graduates who matriculate to or finish college has not been documented.

The Miami-Dade programs have coherent course sequences in four grades taught by seasoned teachers. The hands-on approach emphasized in all classes has been successful in changing students' attitudes toward school and improving their study skills.

In addition to strong teaching curricula, both programs have developed strong group identities and missions within their respective schools. The elements of the "classic" career academy model—cohorted classes and a stable group of teachers who teach students for four years—may account for this distinctive feature.

The magnet programs are preparing students to go to college and to consider careers in teaching. In a survey of exiting seniors, 96% of the respondents indicated that they expected to attend college. Furthermore, 42% of students from

Miami Norland, and 59% of students from Miami Senior, reported that they eventually plan to become teachers.

The Settings

The Miami-Dade public school system is the fourth largest in the country, with over 355,000 students enrolled in pre-K-12. The differing physical and social settings of the two high schools reflect the diversity of the district.

Miami Senior High School

Miami Senior High School is located in central Miami in a largely Latino neighborhood. The school, the oldest high school in Miami, is a strikingly handsome Spanish-style building with flowering outdoor courtyards. It is a school that simply exudes spirit: every day, media students in the school's TV studio broadcast a live video news brief about school events, keeping students throughout the school glued to the screen. In addition, Miami Senior High has a long, distinguished roster of alumni who continue to maintain ties with the school.

Miami Senior has two magnet programs: the teaching academy and a law magnet. The teaching academy has a strong presence within the school. Its students are the leaders in and out of school. At annual award ceremonies, teacher academy students receive the majority of prizes and awards. Last year, over 70% of the awards went to students in the teaching magnet. Teaching magnet students are student government leaders, members and officers of clubs, staff members and editors of the school newspaper and yearbook, reporters and technicians at the school TV station, and members of sports teams.

Statistical Portrait of Miami Senior High School (1998-99)	
Total number of students in school	3,260
Number of students in teaching magnet (9th-12th grades)	183
Limited English proficient	19%
Eligible for free/reduced lunch	35%
Hispanic	84%
African-American	12%
Asian	1%
White	3%
Drop out rate	14%

Miami Norland Senior High School

Miami Norland is a modern-looking high school situated in north Miami in a mostly African-American neighborhood. The two main elementary schools in the Norland feeder pattern have been classified by the federal government as Title I (poverty level) schools, yet the neighborhood, dotted with ground-level homes and tidy yards, appears middle class.

The school is well-known for its accomplishments in academic, athletic, and extracurricular achievements. In addition to the teaching magnet, Miami Norland has an academy of travel and tourism, Tech Prep, and an institute of business technology. Miami Norland offers an array of challenging elective courses including classes in law, psychology, journalism, and computer technology. Its advanced placement classes have higher-than-average student enrollment. Last year, Miami Norland seniors were awarded over $3 million in merit-based scholarships.

Statistical Portrait of Miami Norland Senior High School (1998-99)	
Total number of students in school	2,344
Number of students in teaching magnet (9th-12th grades)	239
Limited English proficient	2%
Eligible for free/reduced lunch	25%
African-American	93%
Hispanic	5%
Asian	1%
White	1%
Drop out rate	11%

Program History

Miami-Dade public schools first established magnet programs about a decade ago for two reasons. As in other urban areas, the creation of magnet programs throughout the district was a part of a strategy to desegregate schools and to establish school populations that reflected the demographic makeup of the county. The district also wanted to provide families with a choice of smaller, student-centered programs with a career focus.

District efforts to desegregate schoolchildren in the county make the task of recruiting students for the teaching magnets a complex one. Both programs are directed by the district magnet office to recruit students from groups that represent the school's "minority." The district's goal is to recruit approximately 65% of students in the teaching magnets from the schools' "minority" group, and 35% from the nonminority group.

This directive places a burden on program lead teachers who recruit students from district middle schools. Effectively, the lead teacher at Miami Norland cannot recruit African-American students in a predominantly African-American neighborhood school, and the lead teacher at Miami Senior cannot recruit Latino students in a largely Latino school.

While lead teachers are committed to increasing the diversity of students in their programs, desegregation policies undermine optimal recruitment practices. For example, to establish ratios mandated by the district, lead teachers have to tell Latino or African-American students who live closer to either one of the two schools to apply to the other program across town. Often, young students are

reluctant to change neighborhood schools or to travel long distances. Students may actually have to travel up to an hour and 45 minutes on a bus starting at 5:45 in the morning in order to reach the teaching magnet program.

Program Components

Electives and Course Work

Each program has its own sequence of program electives based on the strengths, interests, and teaching credentials of program teachers. Students take one program elective each semester (the schools have a two-semester calendar). In the Miami-Dade model, students take all classes—program electives and subject-area classes—in cohort groups; Miami Norland cohorts students in all grades, Miami Senior keeps students together in the 9th and 10th grades. A stable group of program teachers teach all electives and most of the other subject-area course work.

The teacher academy has helped us have a chance to know one another and form a bond. For myself, the teacher academy has brought a new, exciting path to travel. It is one of the reasons I have remained at this school.

Program Teacher

Lead teachers have chosen teachers for the program who infuse experiential, active-learning principles into all course work. Program subject-area teachers encourage students to actively participate and lead in their classrooms. Student presentations are the norm in teaching magnet classes.

The teaching electives in both programs offer rigorous, in-depth explorations of child and adolescent development, teaching methodology, and current educational issues. Examination of course syllabi and materials indicates students are exposed to substantive topics, readings, and activities. The courses relate to and build upon students' interests and prior knowledge. Students become conversant in the works of educational/developmental theorists such as Piaget, Erikson, Bloom, and Gardner. They debate and research provocative topics including social promotion, violence in schools, teenage pregnancy, and teenage suicide.

Don't be afraid to have a curriculum that is equal to the basic courses found in college. The students can handle it!

Program Teacher

In addition to a thorough examination of educational issues, courses in public speaking, research, and computer technology help students master practical skills necessary in teaching today.

Miami Senior Program Electives

Grade	Courses
9th	• Introduction to Teaching (two semesters) • Voice and Diction • Introduction to Computers
10th	• Child Development for Educators • Psychology for Educators
11th	• Advanced Reading (SAT oriented) • Technology in the Classroom
12th	• Educational Methodology • Internship

This year, the Miami Norland program redefined its focus in order to appeal to more students. Using advice from students, the program broadened the scope of its work to encompass all careers with children. Program administrators learned that attracting middle school students to careers that involve children and adolescents is easier than attracting them specifically to teaching.

The newly designed magnet will continue to prepare students for careers in teaching while incorporating three new components: children's health (pediatrician, pediatric nurse); children's social services (child psychologist, counselor, social worker, children's agency director, day-care owner/operator); and law (family and juvenile law). The education component introduces students to teaching, school administration, media technology, guidance counseling, and educational research.

Miami Norland Program Electives	
Grade	Courses
9th	• Examining the Child in History
10th	• Computer Technology in the Workplace
11th	• Child Development and Psychology /Teaching Internship
12th	• Students choose one elective depending on career interest: Anatomy and Physiology, Law, Psychology, Teaching Skill • Professional Internship

Dual-Enrollment Courses

Two dual-enrollment courses, (Teaching Diverse Students and Introduction to Teaching) that give students high school and college credits, are offered in the summer to program seniors from both magnets. FIU provides the professor for the courses, and each year, Miami Norland and Miami Senior alternate hosting the classes on site.

Honors Classes

The Miami-Dade teaching magnets have been successful in putting together effective sequences of program electives. In addition, they are committed to helping students achieve in content areas. Mastering content is crucial for students in order to be prepared for college-level work, and to continue into the teaching profession. Program developers felt that the students in teaching magnets needed to excel in academic areas and be pushed to succeed in challenging courses. For this reason, all students at Miami Norland are required to take honors English and World History.

In these courses, teaching concepts and terminology are infused into each lesson. Students are responsible for writing lesson plans and teaching their peers.

Working with peers is great because we learn and interact at the same time. I have noticed that I want to learn more and it's a lot easier for me to talk in front of people. I've also realized that becoming a teacher is the main goal in my life.

Program Student

The Internship

All students in the teaching magnets participate in internships. The organization of the internship is similar at both locations. Students in the 11th or 12th grades are programmed to intern at participating local schools four or five times a week. Each program assigns one teacher as the internship supervisor whose responsibilities include observing, supporting, and assessing students during their internships; and discussing students' progress with cooperating teachers—teachers who host student interns in their classes.

Both programs have developed a series of tasks that interns are expected to perform during the internship. For example, students complete observation reports, produce lesson plans, organize an instructional unit with a theme, lead small groups, and teach the whole class. Cooperating teachers and the internship supervisor collaboratively evaluate and grade students' performance.

Students at Miami Norland intern at two schools, Miami Norland Elementary School and Miami Norland Middle School, both conveniently located within close walking distance of the high school.

Most students at Miami Senior complete their internships at the high school, placed in English-as-a second-language classes, special education classes, or classes with teachers that students request. Some complete the internship in local elementary and middle schools.

Over time, both magnets have developed relationships with the local schools that host interns. Lead teachers report that once elementary or middle school teachers have student interns in their classes, they usually want interns involved every semester.

The lead teacher at Miami Senior noted that she is considering changing the timing of the internship from the 12th grade to the 11th grade. She feels that high school seniors tend to become preoccupied with finishing graduation requirements and planning for the future, and thus may not devote enough time and energy to the internship.

The College Partnership

Over time, partnerships with local colleges have provided the Miami-Dade teaching magnets with dual-enrollment courses, a summer program, educational conferences for program students, and ideas and materials useful in adapting college education courses to high school courses.

Like other partnerships between districts and colleges, the Miami-Dade teaching magnets have experienced high points and low points with college partners during the last decade. Maintaining agreements over time has been challenging, especially as key program stakeholders change.

Miami-Dade Community College (MDCC) was the first partner in the program. An MDCC faculty member taught a dual-enrollment course at the schools during the programs' first years. Later, the magnets established a partnership with FIU which was primarily sustained by one faculty member responsible for designing the innovative summer program, Summerlink. Sadly, this faculty member, the linchpin of the FIU college partnership, passed away in 1999.

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Program Participants: Students and Teachers

Each teaching magnet has seven program teachers, in addition to a lead teacher, who teach magnet classes almost exclusively. The Miami Senior academy also has a program guidance counselor. The lead teacher at Miami Norland has had full release for coordinating program activities. At Miami Senior, the lead teacher has partial release. In addition, the district magnet office funds a program secretary if the program maintains enrollment over 200 students.

Lead teachers make staffing recommendations to school administrators, recruiting the school's "teachers of the year" to participate in the program.

Currently, admission at Miami Senior is based entirely on student interest. While teachers in the program have discussed the possibility of establishing minimum grade point average entry requirements, there are too many success stories of middle school students who came into the program with low grades and minor behavior problems. These students went on to become positive role models and leaders in the academy. Strict entrance requirements would have prevented students from discovering their abilities.

Program Supports

The Summerlink students see us as real teachers who are young and give them choices. This changes their attitude toward teachers and going to school. Also, being on a college campus, they get a better idea of what an opportunity it is to go to college.

FIU Education School Student/Summerlink Teacher

In addition to program activities during the school year, the teaching magnets offer students opportunities to receive academic tutoring, and work in paid tutoring positions during the summer.

The highlight of the magnets' partnership with FIU is the six-week summer program for incoming 9th graders, Summerlink. The brainchild of the former program college liaison, Summerlink epitomizes innovative school-college collaboration. The six-week program, collaboratively designed and taught by FIU education students, is packed with variety and activities. Students take four courses that earn them high school fine arts credits and participate in weekly course-related fairs, festivals, and field trips.

The courses blend academics with hands-on social and cultural awareness activities that help students learn about the cultural features of south Florida. In addition, Summerlink gives an introduction to the college environment, a chance to learn in a relaxed atmosphere, and an opportunity to get to know new program classmates. The young, enthusiastic teachers are excellent role models for these rising 9th graders who have chosen to explore the teaching field.

Program Funding

Magnet programs are funded by the district's Schools-of-Choice Office. The budgets, which have ranged in the past from $30,000 to $45,000 per magnet, cover the costs of materials and equipment, secretarial services, school trips, and supplements to magnet teachers who teach extra periods. Recently, the budgets have been decreased, forcing programs to rely on their own informal fundraising efforts (e.g., food and souvenir sales).

Future Developments

The Miami-Dade teaching magnets look forward to making the following program improvements:

- District, school, and college personnel recognize the need to establish formal agreements and regular interaction. Closer interaction is critical for maintaining the quality of the curriculum and easing the transition of students to higher education.
- Developing a database and tracking system would give program staff the ability to measure success and learn why some students leave the program.

Selected Program Accomplishments

Miami Senior

- Ten of the 26 seniors at Miami Senior's teaching magnet graduated in the top 10% of their class of 523. Sixteen were in the top 20%.
- The average grade point average of Miami Senior's senior class for 1998-99 was 2.5. The average GPA for teaching magnet seniors was 3.2.

Miami Norland

- **9th grade:** 48% of 9th graders graduated in the top 10% of their class. Four magnet students were among the top 10 students.
- **10th grade:** 42% of 10th graders graduated in the top 10% of their class. Six magnet students were among the top 10 students, including the class salutatorian.
- **11th grade:** 44% of 11th graders graduated in the top 10% of their class. Four magnet students were among the top 10 students, including the class salutatorian and valedictorian.
- **12th grade:** 43% of 12th graders graduated in the top 10% of their class. Four magnet students were among the top 10 students, including the class valedictorian.

The Teacher Academy at Mount Pleasant High School

Providence, Rhode Island

A Snapshot

Mia is palpably nervous as the time nears for her presentation. This is the culminating event of the summer program hosted by Rhode Island College (RIC) and the Mount Pleasant Teacher Academy for "rising" 9th graders (that is, recent 8th-grade graduates). The audience includes her classmates, her new high school teachers from the academy, her college student tutor, and visitors from the district office and college administration. A Powerpoint slide presentation flashes scenes from field trips to the Narragansett Bay, a local water-treatment plant, and the college biology and computer labs.

During a short break before she "goes on," Mia reflects on her experiences during the last few weeks. At first she couldn't understand what learning about water pollution had to do with the teaching academy she plans to attend in the fall. And the water-treatment plant really smelled horrible. But now she is beginning to understand. She has learned a lot by doing real things.

Mia and her classmates have conducted original research on a controversial environmental issue—whether or not to build a megaport at a local retired navy base. Every day, for three weeks, Mia has attended math and science classes on the RIC campus, learned to conduct research on the Internet, written a position paper, and figured out how to insert text and graphics into a Powerpoint presentation. College students taking summer education classes have tutored her in the finer points of distinguishing fact from fiction on the Web, and how to construct her arguments more persuasively.

It is now time for her to deliver the op-ed letter she wrote for the local newspaper, and present evidence for her position on the proposed port. After a few moments of rather stilted recitation from the pages in her hand, Mia looks up at the projection screen and relaxes. She continues her story in a more natural tone, describing what effect the megaport would have on the revered local beaches. She concedes that while the port would provide jobs, the disruption to the physical and social environment would be too high a price to pay.

It's over. The pre-presentation jitters, the science labs—and no more measuring the E. coli content of water samples. On her way to the celebration barbeque, Mia notes she can't wait to get to college—she really liked the french fries in the cafeteria.

Program Overview

Entering its 8th year of operation, the Mount Pleasant Teacher Academy is committed to meeting the challenges of preparing urban students for college and for careers in education. Serving approximately 100 students a year in grades 9-12, the teacher academy is fulfilling its mission to recruit and help an ethnically diverse group of urban students toward a career in teaching, and produce qualified, sensitive educators who reflect the multicultural nature of the Providence community.

The teacher academy taught me what I really want to do. After all the classes and tutoring I did, I realized I do want to be a teacher and teach kids to be their best at something.

Program Student

Program strengths include district commitment to continually improve the program, a strong, constantly evolving college partnership with neighboring Rhode Island College, and an impressive array of student supports.

The Providence program has a number of useful lessons for districts and colleges interested in establishing teacher academy programs. After an extensive "self-study" of the program, led by an outside evaluator, staff have focused on ways to align program electives with program goals, and to find ways to retain more students in the program.

The Setting

Mount Pleasant High School serves 1,550 students from the surrounding neighborhood as well as from the entire Providence school system. Located in a stable, middle-class residential neighborhood bordering the rolling, green hills of a local golf course, Mount Pleasant is the most "suburban" setting of all four schools in the project.

The cleanly finished building with its orderly atmosphere is home to students from a diverse mix of ethnic and socioeconomic groups. The city of Providence is currently experiencing a change in its demographic makeup. Hispanic students now make up the majority of students in the school system (41% Hispanic, 24% White, 23% African-American, and 11% Asian). Hispanic students are predominantly recent immigrants (first or second generation) from Caribbean or Central American nations.

Mount Pleasant High School is approximately one-third Hispanic, one-third African-American, and one-third White or Asian. It is not obvious from the leafy, spacious environment that 70% of students at Mount Pleasant qualify for free/reduced lunch.

Program History

The Mount Pleasant Teacher Academy began through the mayor's "grow your own" initiative. School district and municipal leaders were concerned with the low representation of teachers of color in city schools and with the low enrollment of minority students in local college of education programs. Approximately 85% of the teaching staff in Providence public schools are White.

The disparity in ethnicity between teachers and students, coupled with the city's residency law requiring all school personnel to live in the city, fueled the development of the teacher academy with the primary goal of recruiting, training, and encouraging students of color to teach in Providence.

The mayor's office convened an advisory committee to recommend plans for the new teaching career academy. The committee members, made up of the district superintendent, assistant superintendents, high school principals, and the president and other representatives from a local college, met regularly for about a year to plan the academy.

In partnership with Rhode Island College (RIC), the Mount Pleasant Teacher Academy opened in the fall of 1992 with 29 11th and 12th graders enrolled. While the overall number of program graduates remains uncalculated, 27 students have matriculated at RIC. Of the 12 students who graduated in the class of 1999, 6 are currently enrolled at RIC and 4 are enrolled at other colleges.

Program Components

Electives

The focus and content of program electives have been the subject of some controversy among program planners and staff. Rather than relating program electives specifically to teaching and learning, or child development, as other teacher

academy programs do, program staff created teacher academy electives centered on basic skills (i.e., literacy skills) and affective skills such as interpersonal skills, and conflict resolution.

As a result, program staff later found themselves faced with a mismatch between the curriculum and the primary program goal—to help students explore the field of teaching. Program staff have engaged in a process of "fine-tuning" the electives so that they incorporate literacy skills, affective skills, and teaching methods and techniques. Teacher academy electives currently include the following content:

- **9th grade:** Teacher Academy 1 emphasizes academic enrichment such as reading comprehension, writing styles, academic organization skills, and Internet exploration.
- **10th grade:** Teacher Academy 2 emphasizes computer literacy and applications, conflict resolution, and oral presentation skills.
- **11th grade:** Teacher Academy 3 emphasizes internship preparation. In the second half of the year, students intern at local schools.
- **12th grade:** Teacher Academy 4 meets for a double period four times a week. Students engage in internships and have class meetings in which they work on teaching portfolios and their college applications.

Ninth- and 10th-grade teacher academy electives are scheduled three times a week. Eleventh- and 12th-grade electives are scheduled four times a week.

The teacher academy was the best experience of my high school career. It gave me the strength I need to be a successful teacher. It taught me how to overcome my fear of speaking in front of an audience, and it helped me to speak clearly and articulately.

Program Student

The teacher academy has made me realize that I do not wish to work with younger children. I want to be a teacher, but I want to work with older students, such as high school students.

Program Student

Dual-Enrollment Course

Program seniors may take an introductory course in sociology taught by an RIC faculty member on the high school campus. Students receive high school and college credits, depending on their grade.

The Internship

On average, program students who completed a survey gave the internship component the highest rating of all other program components. Eleventh- and 12th-grade teacher academy students participate in internships at a neighboring elementary and middle school two periods a day, four days a week, assisting cooperating teachers in classrooms.

Students in the 9th- and 10th-grades are encouraged to tutor younger children in local community programs. The community programs provide training and transport academy students to and from the tutoring location. Students who participate in these programs fulfill school community service requirements.

The College Partnership

District and college personnel have been successful in connecting college resources to the teacher academy program. As a result of the partnership, the program is able to provide students with the following: dual-enrollment courses, scholarship funds, college awareness activities, help in the college admission process, and interaction with college faculty and college students. In addition, the program can offer professional development opportunities for both school and college faculties.

Three factors are responsible for shaping partnership: 1) district commitment to improve program practices; 2) formal, written agreements, reviewed and modified over time; and 3) the efforts of a dedicated college faculty member who serves as the program's college liaison.

The memorandum of agreement between the Providence school district and RIC clearly delineates the responsibilities of both parties. One particularly useful item in the memorandum stipulates that the district and the college share operating expenses set forth in an annual budget. The jointly planned budget, according to a district administrator, prevents ad hoc planning during the school year that can undermine important program activities.

The memorandum also stipulates that members of both institutions participate in regularly scheduled advisory and working committees devoted to putting into place the recommendations made by an outside program evaluator. This measure ensures continued dialog among staff at the district, the school, and the college.

The teaching academy has been a very positive experience for me. The double-period scheduling has allowed me to develop closer bonds with students; I feel more in a mentor role with my students. This "grow your own" program is something I completely believe in—I love teaching and want to share this with my students.

Program Teacher

In addition to written agreements, an effective college liaison can be instrumental in helping a teacher academy program reach its goal of transitioning high school students to college education programs.

Partially released from his teaching duties at the college, the RIC liaison has provided support and technical assistance to high school faculty in the form of curriculum development and team building. He is expected to meet regularly with the school-based program coordinator and serve as a resource for day-to-day operations. In addition, he is responsible for developing ways for other college faculty and college education students to become involved in the program. At the college, the liaison guides and supports teacher academy graduates who have matriculated to RIC.

To work effectively with high school faculty and students, it helps a great deal that the college liaison be a faculty or staff member with research interests and/or expertise in secondary education, staff development, or service learning. It is also useful if this person is in contact with college students. One of the particular strengths of the RIC liaison has been his ability to foster interaction between teacher academy students and college teacher education students in tutoring arrangements and collaborative assignments involving both groups of students. This interaction has promoted a better understanding of the college environment for teacher academy students, and better awareness of and appreciation for the talents of urban high school students among the college education students.

Program Participants

In 1998-99 the academy served 114 students (12 seniors, 25 juniors, 26 sophomores, and 51 freshmen). Four subject-area teachers (math, science, English, and social studies), one guidance counselor, a school-based coordinator, and the college liaison staff the program.

The program recruits students primarily from the nine middle schools in the Providence school system. Students are accepted into the program based on their grade point averages in major subjects (a B average is required), satisfactory attendance records, an essay and interview, and teacher and guidance counselor recommendations. Next year, applicants will be required to submit a letter of interest signed by parents/guardians.

In order to remain in the program, students at different grade levels must meet different criteria as follows:

- **9th graders** must maintain a 70% cumulative average and participate in 8-10 hours of tutoring/mentoring activities per semester.
- **10th graders** must maintain a 75% cumulative average, participate in 8-10 hours of tutoring/mentoring activities per semester, and complete 40 hours of community service in the academic year.
- **11th graders** must maintain an 80% cumulative average, complete all internship requirements, and complete 40 hours of community service in the academic year.
- **12th graders** must maintain an 80% cumulative average, and complete all internship requirements.

Program Supports

Retention Efforts

The Mount Pleasant Teacher Academy has made student retention in the program a priority. In their experience, keeping students in the program in 9th and 10th grades is especially crucial. The program has put a number of support mechanisms in place for students:

- 9th-grade students are tutored weekly by teaching practicum students from RIC.
- Teachers have instituted a system of frequent (i.e., weekly, or even daily) progress reports for 9th and 10th graders identified as academically at-risk.
- All students belong to small advisory groups in which they can discuss academic problems, build awareness of good study habits, and talk informally about issues in their lives that affect their schoolwork.

The academy built a strong family-like atmosphere. We are like brothers and sisters, and mothers and fathers. We have grown with each other and now we can move on to college with each other to give that extra support that you may need for this new life.

Program Student

College Financial Aid Advisor

Paid for through district funds, seniors in the teacher academy participate in customized financial aid advising with a part-time college financial aid specialist. The specialist assists students from the beginning of the application process through the payment of the first college bill.

Hiring a financial aid advisor was a response to the lack of guidance many first-generation college-bound students experience in high school. Program staff adamantly agree this relatively modest expense has made a difference for students in their program.

The Summer Component

This year, the academy implemented a summer program to introduce high school-level work to incoming 9th graders, and to provide professional development in cross-discipline planning to program high school teachers. College faculty collaborated with three of the high school teachers to develop a unit linking science, math, and writing.

The summer program was successful in ways program staff had not imagined. In addition to giving students an innovative learning experience, program staff reported that the experience helped students become comfortable with their future fellow classmates and teachers before school began. Teachers noted that students who had participated in the summer experience became the leaders in the 9th grade in the following year.

Furthermore, planning and teaching the summer program united faculty groups from the school and college in a unique way. Daily interaction led to increased appreciation of and respect for the skills and experience of both groups of faculty. Program staff now are convinced that these experiences are critical in fostering improved school-college partnerships.

Program Funding

The Providence school district and RIC share the academy's operating budget. RIC has also designated a student scholarship of $10,000 per year for a three-year period for a student who excels academically.

The teacher academy budget includes expenses for the financial aid consultant, program supplies, secretarial support, teacher planning time, professional development workshops, stipends for students who tutor, staff orientation meeting, celebration events, class trips, and a cooperating teacher orientation meeting.

Future Developments

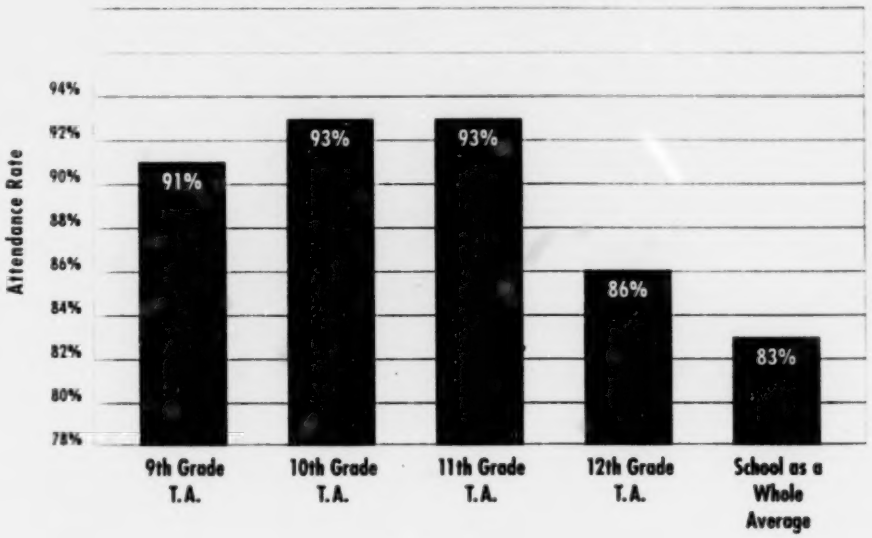
Program staff are committed to continuing the summer program and further adjusting the sequence of program electives to make them more teaching-focused.

The partnership centered around the teacher academy has convinced district, school, and college personnel that bringing people together from all levels for extended periods of time can result in "true" mentoring and professional development. What is more, this professional development is two-way: the college has as much to learn from the high school as the high school can learn from the college.

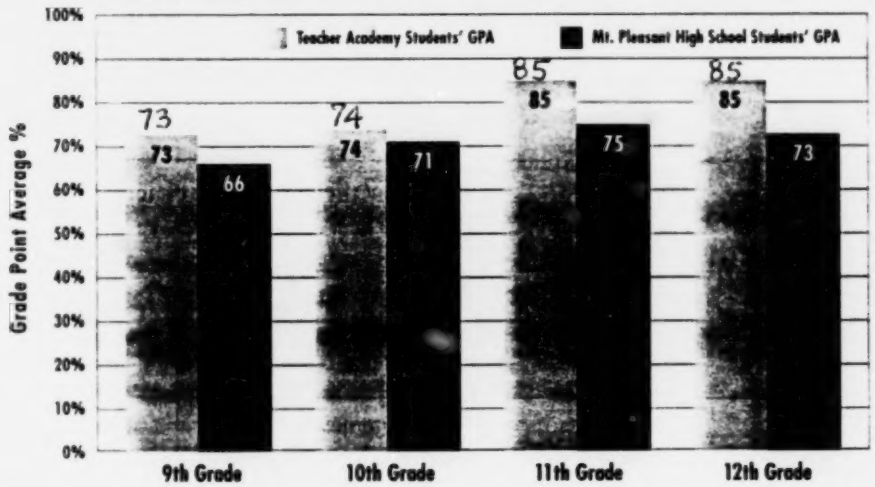
Program staff look forward to organizing a professional development community or team to better utilize the expertise and resources at both institutions. Much of the ongoing activity at the college department of education such as student teaching, field placements, community service, tutorials, and practica might be streamlined and linked to the high school teacher academy and even to activities at middle schools. In this way recruitment, teacher preparation, induction, and professional development could be developed and organized in "terraced" teams comprised of high school and college students, and personnel from the district, school, and college.

Selected Program Accomplishments

Attendance Rates for Students at Mt. Pleasant Teacher Academy and Students at Mt. Pleasant High School



Grade Point Averages (GPAs) of Students at Mt. Pleasant Teacher Academy Compared with Students at Mt. Pleasant High School



Lessons Learned

Start-Up Lessons

Start small.

It is difficult to create a program that encompasses elements of high school, college, and professional training from scratch and implement it successfully. Many unanticipated and confounding variables crop up as a multi-institutional system is implemented. An effective strategy for program planners may be to develop a comprehensive master plan, and enact and grow one facet of the program at a time.

Develop partnering documents and contracts.

Developing documents (policies serving as contracts) that detail the roles and responsibilities of each partner institution is an invaluable practice. Such documents can break administrative stalemates, logjams, and inertia as the program grows, as institutional priorities change, and as staff rotate.

Secure support from key administrative stakeholders.

Since much of the success of teacher academies, or other school-within-a-school programs, depends upon administrative actions for which teaching staff generally do not have authority in making, it is imperative to secure support and commitment from key administrative persons in partner institutions. This includes support not only from key administrators within the partner institutions, but from those who have influence in the hiring of certified graduates (such as union officials), school boards, and central administrative staff.

Secure budgetary and administrative autonomy.

The "best-case scenario" would be for academy staff to secure from the outset administrative and budgetary control over the program—and exercise site-based control over the program.

Create an advisory committee.

This committee could include "insiders" (parents, teachers, students, administrators, college faculty and students), and "outsiders" (elected officials, business people, union leaders, and community leaders). This group can help keep program operation "honest and on track," and also can serve to publicize the program and its successes. Since program "buy-in" often occurs by involving people at the beginning of a process, effort should be made to reach out to these individuals in the initial planning stages.

In addition to an advisory committee, there should also be a program operations committee that includes guidance counselors, program teachers and students, school administrators, the school programming and data coordinator, as well as a college representative. This committee would meet more frequently to coordinate day-to-day issues.

Integrate more faculty from education department and from liberal arts.

A school-college collaborative program should have "depth on the bench." That is, there must be faculty and students from the college, as well as from the school, who are involved and willing to be advocates for the program. Curriculum development is one example of productive collaboration among college faculty and teacher academy programs.

Administrative Lessons

Allow enough release time to do the job well.

Starting, growing, and maintaining a multi-institutional program may require one full-time, dedicated administrative staff member at each institutional site. Institutions that are not willing to commit these resources are at risk of developing unsuccessful programs. There is a considerable amount of planning, coordinating, scheduling, and management involved in running a teacher academy, work that cannot be done if adequate time is not allocated. The communication problems, delays, "hurry up and waits," and "reinventing the wheels" that occur from a lack of coordination end up costing more staff time in the long run.

Seek out committed staff.

Faculty and staff recruited to work in a teacher academy must be made aware of the extra effort that is involved in such a program—effort that requires them to put in extra time and energy in meeting, planning, advising, collaborating, administering, developing curricula, etc. Staff must be willing to commit to putting in that effort—and not just during regular school hours. Assigning resistant faculty to teacher academies, or assigning "available bodies," places the program at risk for failure. Further, faculty in teacher academies, more so than "regular staff," act as role models for academy students—this is not a small responsibility and should be considered when making staffing decisions.

Develop documentation and tracking systems.

A further administrative task that planning and maintenance time must be allotted for is the development of documentation, evaluation, and tracking systems for the program. Curricula, programs, student policies, goals, schedules, and plans must be put in writing so that the activities of the academy do not become "teacher-specific," redundant, or tangential. Outcome measures, success criteria, and goals must be firmly established and data collected to measure them. This helps keep the academy "on track" and focused. It also aids in making developmental alterations based on data rather than whim or politics. Finally, students must be tracked over time as an aid in understanding the outcomes of the program and its long-term effects. What happens to students who leave the program while in high school? What happens to students who do not opt for college? What happens to students once they get to college? How many eventually end up employed in some aspect of education? A tracking system is essential to the answering of these questions.

Obtain baseline data.

Teacher academies can have a significant impact on many aspects of school culture. Documenting the baseline conditions in student attitudes toward school, teachers' self-esteem, teacher commitment to teaching, and teachers' use of different teaching methods and strategies is critical.

Set down, review, evaluate, and modify procedures systematically as the program grows and develops.

In order that the program can be properly evaluated and modified, and so that it can outlive its developers, a specific program and procedures manual should be developed. Also, it is critical that each program component and the work of individuals be codified so that procedures can be replicated (or modified to work better).

A successful program should also be replicable by other institutions. Finally, a history of where the program has been and how it has changed over the years is valuable and should be available for internal and external use.

Work with school administration to provide flexible program schedules.

Teacher academy students and teachers would be better able to integrate field internships with teacher academy electives if block scheduling were used more frequently.

Staff Lessons

Take the time up front to develop a collaborative atmosphere.

Bringing together staff from different institutions with different cultures and traditions requires that time be dedicated to developing trust and collaborative relationships. Since education at the K–12 and college levels is often steeped in a culture of individualism, staff need to learn how to work together. Staff do not learn how to work together merely through having their own students engage in cooperative learning activities. Professional development time and money must be allocated to this need.

Allow time for growth and development.

Stakeholders, both internal and external, must understand that the success of a teacher academy is shown over time, not immediately. It takes time for students to move through a system and join the teaching workforce. Stakeholder patience and reasonable expectations are essential. If the goal is to "fix the problem now" by creating a teacher academy, institutions will be disappointed.

Meet frequently and develop concrete, action-oriented agendas.

Part of developing trust and collaboration, as well as aligning goals and expectations, is the simple process of meeting frequently to share information. Sharing information across partner institutions is a key to success, and meeting frequently allows for issues to be discussed as they arise, in a more "real-time" fashion.

Hold regular professional development for teachers/interns.

A schedule of these meetings should be planned at the end of one year and carried out in the next year. One workshop every other month may be sufficient but more can be scheduled. It is important that both teachers and student interns be provided some stipend for attendance.

Program Lessons

Build a corridor from middle school.

Children who might consider teaching often do not have long-term opportunities to develop the knowledge and skills that are needed for success in teaching. There are promising precollegiate programs that can be initiated as early as elementary school. Students also need early focus on math, reading, science, literacy, and social studies if they are to pass the required examinations for graduation from high school.

Create as much peer-to-peer contact as possible among students.

One of the most successful aspects of the teacher academy has been the student-to-student interaction and mentoring that have occurred. Acting as teachers or elders for and with younger students has provided older students with a form of professional development and has helped them develop a "teacher identity." These interactions have also helped to create a teacher academy culture, with its own internal histories, myths, and traditions. Younger students "see" future possibilities and future selves, and students bond through shared experiences. Having college students who are teacher academy alumni work with high school students is a particularly powerful experience.

Develop specific criteria for program continuation.

Make sure all students and their parents understand these criteria by using student and parent contracts. Select students from a wide range of abilities and skill levels but work hard with them to help them meet the standards for program continuation. Having specific criteria for student admission and continuation is important, both from an evaluation standpoint and for recruitment and public relations. Teacher academy staff should focus on how to develop students in the program, rather than focus on how to recruit "the best and the brightest."

Publicize the program.

The pool of applicants must be constantly expanded. The program requires funding for publicity in order to "spread the word" about the value of the program. The need for teachers is extraordinary, and the hurdles that urban students must clear to qualify are high. Thus, attracting students early and expanding the program to additional schools is an important goal.

Get students ready for college.

A key element of a teacher academy is exposing students to the profession of teaching. This can sometimes manifest itself in overemphasis on process—concentrating on teaching practices, contexts, and behaviors—at the expense of academic content preparation. Considerable discussion and planning are needed to determine a balance between content and process in teacher academy programs. Exposing students to the teaching profession and the process of teaching is not effective if students do not master academic content at levels that colleges and the teaching profession demand.

Develop retention systems in college.

Once students matriculate at a college or university, that institution should develop and provide retention services to maximize the likelihood that students will enter teacher education programs, graduate, and become certified to teach. This is an issue particularly when teacher academy students are first-generation college attendees, or from a cultural milieu different from that at their college of matriculation. For example, if the students are leaving an urban, multicultural high school and entering a rural or suburban monocultural college, mechanisms need to be developed to decrease the likelihood that academy students will become lost, alienated, and withdrawn. Orientation/induction services, as well as academic and social services, need to be provided as retention tools.

Notes

Notes

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